

International Education Exchange Program (CFDA No. 84.304A)

I. Legislation

Goals 2000 Educate America Act, Title VI—International Education Program, P.L. 103–227, Section 601 (20 U.S.C. 5951) (The program is authorized through FY 1998.)

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation*</u>
1995	\$3,000,000
1996	5,000,000

*The International Education Program received its first appropriation of funds in FY 1995. The National Council of Economic Education (NCEE) in New York received one grant to focus on international economic education and the Center for Civic Education (CCE) in California received a grant to focus on civics education. In FY 1996 both projects completed their first year of operation and received funding for one additional year under the terms of the respective grant awards.

III. Analysis of Program Performance

A. Goals and Objectives

The purposes of the International Education Exchange Program are (1) to carry out a program, in consultation with the U.S. Information Agency and with the foreign policy guidance of the Secretary of State, that will provide for the study of international civics and economic education programs and delivery systems, and an international education exchange program in eligible¹ countries.

The program's objectives are (1) to study, evaluate, and analyze education systems in other nations; (2) to make available to educators from eligible countries exemplary curriculum and teacher training programs in civics and government education and economic education developed in the United States; (3) to help eligible countries adapt and implement such programs or conduct joint research concerning such programs; (4) to create and implement educational programs for the U.S. students which draw on the experiences of emerging constitutional democracies; and (5) to provide a means for the exchange of ideas and experiences in civics and government education and economic education among political, educational, and private sector leaders of participating eligible countries. The program also seeks to provide support for research and evaluation to determine the impact of educational programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy and an efficient market economy.

B. Strategies to Achieve the Goals

¹For the program, this term "eligible countries" means eastern European countries, central European countries, Lithuania, Latvia, Estonia, Georgia, the Commonwealth of Independent States, and any other former republic of the Soviet Union whose political independence is recognized in the United States.

Services Supported

The National Council on Economic Education (NCEE) developed a program that provides economic education through training seminars for teachers and trainers, translating and adapting U.S. materials for classrooms in targeted countries, and conducting conferences, meetings, and study tours. In addition, NCEE conducted surveys of trainers and teachers to determine the impact of the program. NCEE has approximately 270 affiliate university sites in the United States and at least 40 major international affiliates.

The Center for Civic Education (CCE) developed a program called “Civitas: An International Civic Education Exchange,” which provides training seminars in civics education for teachers and educators, conducts tours of school systems, institutions of higher learning, and nonprofit organizations with exemplary programs in civics and government education in the U.S.; translates and adapts materials regarding teacher training programs; conducts joint research projects in the areas of curricular development and teacher training; hosting home stays; and conducts world conferences on the creation and strengthening of democracy and building networks. In addition, CCE conducted research and evaluation to determine the effects of the civics education program. CCE leads a consortium of organizations in civics education in the U.S. and in the participating nations.

C. Program Performance—Indicators of Impact and Effectiveness

Both NCEE and CCE were required to provide a performance report at the end of their first year. One consistent finding across both programs was that the participants reported a high degree of satisfaction with the services of the program. The teachers and educators participating in the programs indicated that they were successfully implementing civics and economic curricula in their classrooms.

The economic education project served approximately 17,300 students, teachers, and educators in the U.S. and in the former Soviet Union. The civics education project served approximately 4,180 students, teachers, educators, teacher-training specialists, and scholars in relevant disciplines in the U.S. and in the former Soviet Union. However, as the civics program is implemented in more schools, the targeted population is expected to increase.

IV. Planned Studies

Both NCEE and CCE will conduct a self-evaluation of the program impact.

V. Sources of Information

1. Program files.
2. NCEE and CCE performance reports.

VI. Contacts for Further Information

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